

INDEX

VOLUME XVII

Key to Paging

1 —	48 January
49 —	96 March
97 —	152 May
153 —	200 September
201 —	252 November

TITLE INDEX

- Achievement-Personality Criteria as Selectors of Participants and Predictors of Success in Special Programs in Higher Education.* George D. Demos and Merrill J. Weijola, 186-192
- Anxiety Correlates of the Wechsler Adult Intelligence Scale.* Gene A. Edwards, 144-147
- Book Reviews: Ability Grouping in the Public Schools,* Walter R. Borg, 96 (by Hal R. Weatherbe); *Disadvantaged and Potential Dropouts: Compensatory Education Programs, The,* John C. Gowan and George D. Demos, 200 (by Donald P. Glaser); *Understanding Educational Research, An Introduction,* Deobold B. Van Dalen with two chapters by William J. Meyer, 230 (by Garford G. Gordon)
- CACER, MEET YOUR.* Wallace R. Muelder, 4
- Comparison of Teacher Candidate Groups on the Allport-Vernon-Lindzey Aesthetic Scale,* A. Frances Obst, 181-185
- Demand for Education Report of a School Bond Election.* Randall Cognetta, 193-199
- Development of a Spanish Listening Comprehension Test and Evaluation of the Elementary Spanish Television Instruction.* Nncholas J. Anastasiow, and Iraida B. Espinosa, 12-21
- Dropout Dynamics.* John K. Tuel, 5-11
- Editorial: What Next for State Testing in California?*, 206-208
- Effect of Anxiety on Retroactive Inhibition.* Robert R. Odom, Ariella Shapira, and Arthur A. Attwell, 33-40
- Effect of Variety in Children's Concept Learning, The.* Leonard Marascuilo and Harriett Amster, 113-125
- Evaluation of English Achievement in a Ninth Grade, Three-Period, Team-Teaching Class.* William Georgiades and Joan Bjelke, 100-112
- Evaluation of Learning Under Dissimilar Systems of Instruction, The.* William A. Brownell, 80-90
- Exploratory Component Analysis of the Minnesota Tests of Creative Thinking, An.* Yamamoto, Kaoru and Frengel, Barbara A., 220-229
- How Well Can Teachers Judge Pupil Achievement? The Case of the Illusive Criterion.* Carmen J. Finley, 126-132
- Parent-Teacher Perception in Co-operative Nursery Schools.* David Walton Phelps, 169-180
- Personality Rating of Students Whose Fathers Are Professional or Non-Professional Workers.* Paul M. Smith, Jr., 22-25

- Relationship of Intelligence and Achievement Variables in Programmed Instruction, The.* John K. Tuel, 68-72
- Research Papers Received at 1966 CERA Conference,* 148-152
- Research and Development of an Elementary School Report Card.* Nicholas J. Anastasiow, 209-219
- Set of Norms for the Concept Mastery Test Based Upon a Sample of Students in Teacher Education,* A. Joe L. Byers, 133-143
- Stability of the California Short Form Test of Mental Maturity: Grades 3, 5, and 7.* Carmen J. Finley, Jack M. Thompson, and Albert Cognata, 157-168
- Study of the Conservation of Tonal and Rhythmic Patterns in Elementary School Children,* A. Marilyn Pflederer, 52-62
- Taxonomy of Educational Objectives: Cognitive Domain—Its Use in Evaluating Programmed Instruction, The.* Louise L. Tyler, 26-32
- Teacher Drop-Out for MTAI?* A. Garth Sorenson, Shirley Schaefer, and Ernest L. Nyman, 91-95
- Training Children to Be Creative May Have Little Effect on Original Classroom Performance.* Frank E. Williams, 73-79
- Two In-Service Mathematics Programs for Elementary School Teachers.* Wilbur H. Dutton and H. Reginald Hammond, 63-67
- Varying Conditions of Stress and Performance on an Academic Type Task.* Fain A. Guthrie, M. Ray Loree and M. W. Traweek, 41-47

AUTHOR INDEX

- Amster, Harriett and Marascuilo, Leonard—*The Effect of Variety in Children's Concept Learning*, 113-125
- Anastasiow, Nicholas J. and Espinosa, Iraida B.—*Development of a Spanish Listening Comprehension Test and Evaluation of the Elementary Spanish Television Instruction*, 12-21
- Anastasiow, Nicholas J.—*Research and Development of an Elementary School Report Card*, 209-219
- Attwell, Arthur A., Shapira, Ariella and Odom, Robert R.—*Effect of Anxiety on Retroactive Inhibition*, 33-40
- Bjelke, Joan and Georgiades, William—*Evaluation of English Achievement in a Ninth Grade, Three-Period, Team-Teaching Class*, 100-112
- Brownell, William A.—*Evaluation of Learning Under Dissimilar Systems of Instruction, The*, 80-90
- Byers, Joe L.—*A Set of Norms for the Concept Mastery Test Based Upon a Sample of Students in Teacher Education*, 133-143
- Cognata, Albert, Finley, Carmen J. and Thompson, Jack M.—*Stability of the California Short Form Test of Mental Maturity: Grades 3, 5, and 7*, 157-168
- Cognetta, Randall—*Demand for Education Report of a School Bond Election*, 193-199
- Demos, George D. and Weijola, Merrill J.—*Achievement-Personality Criteria as Selectors of Participants and Predictors of Success in Special Programs in Higher Education*, 186-192
- Dutton, Wilbur H. and Hammond, H. Reginald—*Two In-Service Mathematics Programs for Elementary School Teachers*, 63-67

- Edwards, Gene A.—*Anxiety Correlates of the Wechsler Adult Intelligence Scale*, 144-147
- Espinosa, Iraida B. and Anastasiow, Nicholas J.—*Development of a Spanish Listening Comprehension Test and Evaluation of the Elementary Spanish Television Instruction*, 12-21
- Finley, Carmen J.—*How Well Can Teachers Judge Pupil Achievement? The Case of the Illusive Criterion*, 126-132
- Finley, Carmen J., Thompson, Jack M. and Cognata, Albert—*Stability of the California Short Form Test of Mental Maturity: Grades 3, 5, and 7*, 157-168
- Frengel, Barbara A. and Yamamoto, Kaoru—*An Exploratory Component Analysis of the Minnesota Tests of Creative Thinking*, 220-229
- Georgiades, William and Bjelke, Joan—*Evaluation of English Achievement in a Ninth Grade, Three-Period, Team-Teaching Class*, 100-112
- Guthrie, Fain A., Loree, M. Ray and Traweek, M. W.—*Varying Conditions of Stress and Performance on an Academic Type Task*, 41-47
- Hammond, H. Reginald and Dutton, Wilbur H.—*Two In-Service Mathematics Programs for Elementary School Teachers*, 63-67
- Loree, M. Ray, Traweek, M. W. and Guthrie, Fain A.—*Varying Conditions of Stress and Performance on an Academic Type Task*, 41-47
- Marascuilo, Leonard and Amster, Harriett—*The Effect of Variety in Children's Concept Learning*, 113-125
- Nyman, Ernest L., Lorensen, Garth and Schaefer, Shirley—*Teacher Drop-Out for MTAI, AP*, 91-95
- Obst, Frances—*A Comparison of Teacher Candidate Groups on the Allport-Vernon-Lindzey Aesthetic Scale*, 181-185
- Odom, Robert R., Shapira, Ariella and Attwell, Arthur A.—*Effect of Anxiety on Retroactive Inhibition*, 33-40
- Pflederer, Marilyn—*A Study of the Conservation of Tonal and Rhythmic Patterns in Elementary School Children*, 52-62
- Phelps, David Walton—*Parent-Teacher Perception in Co-operative Nursery Schools*, 169-180
- Schaefer, Shirley, Sorenson, Garth, and Nyman, Ernest L.—*A Teacher Drop-Out for MTAIP*, 91-95
- Shapira, Ariella, Odom, Robert R. and Attwell, Arthur A.—*Effect of Anxiety on Retroactive Inhibition*, 33-40
- Smith, Paul M., Jr.—*Personality Rating of Students Whose Fathers Are Professional or Non-Professional Workers*, 22-25
- Sorenson, Garth, Schaefer, Shirley, and Nyman, Ernest L.—*A Teacher Drop-Out for MTAIP*, 91-95
- Thompson, Jack M., Finley, Carmen J. and Cognata, Albert—*Stability of the California Short Form Test of Mental Maturity: Grades 3, 5, and 7*, 157-168
- Traweek, M. W., Loree, M. Ray and Guthrie, Fain A.—*Varying Conditions of Stress and Performance on an Academic Type Task*, 41-47
- Tuel, John K.—*Drop-Out Dynamics*, 5-11
- Tuel, John K.—*Relationship of Intelligence and Achievement Variables in Programmed Instruction, The*, 68-72
- Tyler, Louise L.—*The Taxonomy of Educational Objectives: Cognitive Domain — Its Use in Evaluating Programmed Instruction*, 26-32

Weijola, Merrill J. and Demos, George D.—*Achievement-Personality Criteria as Selectors of Participants and Predictors of Success in Special Programs in Higher Education*, 186-192

Williams, Frank E.—*Training Children to Be Creative May Have Little Effect on Original Classroom Performance*, 73-79

Yamamoto, Kaoru and Frengel, Barbara A.—*An Exploratory Component Analysis of the Minnesota Tests of Creative Thinking*, 220-229

